Enhancing Collaboration between Gifted Education Specialists and Classroom Teachers
Confratute 2023–Day 2
Incoming Activity

1. Look at the 4 shapes
2. Draw all four shapes
3. Choose one to draw again
Project Management Personality Types
(Conley, 2019)

- Communicator
- Storyteller
- Compassionate
- Love to laugh
- Talker
- Wants to fix things
- Peacemaker
- Focus on people
- Might overcommit

- Logical
- Organized
- Loves structure
- Dependable
- Hard worker
- Prefers solo work
- Punctual
- Can overanalyze
- Forward focused

- Creative
- Idea generator
- Adaptable
- Big picture
- Ok with messy
- Easily bored
- Lateral thinker
- Can struggle with execution

- Focused
- Decision maker
- Enjoys debate
- Goal oriented
- Learns quickly
- Confident
- Doesn’t always consider other viewpoints
WELCOME!

- Four Operation Styles
- Review Exit Tickets
- 5-Step Collaboration Model – Tools for engaging, co-planning, and co-teaching
- Differentiation Overview
- Exit Ticket: Punctuate Your Learning
Exit Ticket Review – Eager to Try

- Sharing w/ GT specialists and allowing flexibility
- Six co-teaching models; Scout
- Collaborating with a teacher
- Pushing into classrooms
- Training for coaches on models
- Co-planning with new schools
- Specific co-planning techniques
- Post-it App
- Sharing Mofield & Phelps book this year
Exit Ticket Review - Wonder

- How six models look with specific examples?
- Logistics (Many classrooms; with only 1 GT specialist; More than 1 school; Pullout obligations; other models beyond push-in)
- How do you begin introducing this to a district? Implement meaningfully? Determine which teachers are chosen? Teacher response (Classroom and RTI teachers)?
- If everyone used the models, what increase of productivity would we see with our students?
- How can I use the Post-it App in my classroom?
- How can I best support general education teachers?
Exit Ticket Review - Pause

- How to articulate this is not disruptive or feeling this is just one more thing
- How will teachers feel about someone pushing in for the advanced students
- Determining which model works best in different classroom situations
- Time for training and being able to build the best relationships so co-teaching is successful
- How to work with teachers when they give pushback
- Time for planning lessons
- Time to work with all kids
Exit Ticket Review - Essential

- Looking at samples of co-planning, co-teaching (Lessons, units, etc.)
- Collaborators; Collaboration
- Varied activities and responses in class
- Getting buy-in from administration; classroom teacher
- Several coaches who push in
- Time; Discussions on how to do this in a practical way; Consistent structures
- Advocating for advanced students; Success of all students; Co-teaching can be one of the most beneficial ways to serve all kids; Realization that this symbiotic relationship is essential to meeting the needs of more students
- Working together can be a positive thing!
Tools for reflecting, engaging, co-planning, and co-teaching
Yesterday

- Co-Planning/Co-Teaching Is/Is Not
- Benefits & Challenges
- 5W’s & How
Philosophical Considerations

- GOALS
- MOTIVATION
- SELF-EFFICACY
Practical matters

COMMUNICATION

ORGANIZATION

RESOURCES
Pedagogical Decisions

- ASSESSMENT
- DIFFERENTIATION
- CO-TEACHING
Successful collaborators...

- Confident in complementary areas of expertise
- Comfortable sharing
- Effective communicators
- Flexible
- Open
- Willing to share
- Reliable

(Heacox & Cash, 2020)
CHALLENGE AND REFLECTION ACTIVITY

- Sender – face the board
- Receiver – sit opposite your sender; close your eyes
Vulnerability

Building Collaboration While Respecting Autonomy
Building Relationships

From the Inside Out
Core Values
What matters to me?
Beliefs
Ethics
Principles
Personal Code
The Value of Core Values

▪ Focus
▪ Drive
▪ Ground
▪ Resilience
How do my core values affect...

Practice?

Collaboration?
Elena Aguilar’s List of Values

Your Core Values
Activity

Task - How do core values affect collaboration?

1. Review
2. Circle those that are important to you
3. Narrow the list to 10
4. Select top three
5. How do core values affect collaboration?
### Activity

**Task** - How do core values affect collaboration?

### Debrief:

**How do you think core values can affect collaboration?**

<table>
<thead>
<tr>
<th>Core Values</th>
<th>Effects</th>
<th>Attributes</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance</td>
<td>Caring</td>
<td>Trust</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Achievement</td>
<td>Purpose</td>
<td>Influence</td>
<td>Recognition</td>
</tr>
<tr>
<td>Adventure</td>
<td>Innovation</td>
<td>Leadership</td>
<td>Success</td>
</tr>
<tr>
<td>Affection</td>
<td>Knowledge</td>
<td>Integrity</td>
<td>Respect</td>
</tr>
<tr>
<td>Authoritative</td>
<td>Power</td>
<td>Justice</td>
<td>Diversity</td>
</tr>
<tr>
<td>Authority</td>
<td>Positive</td>
<td>Meaningful</td>
<td>Spirituality</td>
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<tr>
<td>Autonomy</td>
<td>Flow</td>
<td>Mindfulness</td>
<td>Support</td>
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<td>Balance</td>
<td>Flexibility</td>
<td>Leadership</td>
<td>Service</td>
</tr>
<tr>
<td>Beauty</td>
<td>Focus</td>
<td>Loyalty</td>
<td>Sharing</td>
</tr>
<tr>
<td>Belonging</td>
<td>Forgiveness</td>
<td>Making a Difference</td>
<td>Individuality</td>
</tr>
<tr>
<td>Caring</td>
<td>Freedom</td>
<td>Meaningful</td>
<td>Spiritually</td>
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<tr>
<td>Celebration</td>
<td>Friendship</td>
<td>Mindfulness</td>
<td>Success</td>
</tr>
<tr>
<td>Challenge</td>
<td>Pup</td>
<td>Resilience</td>
<td>Support</td>
</tr>
<tr>
<td>Choice</td>
<td>Goals</td>
<td>Resilience</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Coercive</td>
<td>Order</td>
<td>Time</td>
</tr>
<tr>
<td>Commitment</td>
<td>Growth</td>
<td>Passion</td>
<td>Tolerance</td>
</tr>
<tr>
<td>Community</td>
<td>Happiness</td>
<td>Peace</td>
<td>Togetherness</td>
</tr>
<tr>
<td>Communication</td>
<td>Health</td>
<td>Personal Growth</td>
<td>Tradition</td>
</tr>
<tr>
<td>Conservation</td>
<td>Helping Others</td>
<td>Resilience</td>
<td>Travel</td>
</tr>
<tr>
<td>Connection</td>
<td>High Expectations</td>
<td>Personal Development</td>
<td>Trust</td>
</tr>
<tr>
<td>Contribution</td>
<td>Honesty</td>
<td>Pleasure</td>
<td>Truth</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Hope</td>
<td>Positive Attitude</td>
<td>Unity</td>
</tr>
<tr>
<td>Creativity</td>
<td>Humility</td>
<td>Pride</td>
<td>Variety</td>
</tr>
<tr>
<td>Democracy</td>
<td>Honor</td>
<td>Productivity</td>
<td>Zest</td>
</tr>
</tbody>
</table>
ENGAGEMENT
Yesterday

Elevating Each Other – Team Introduction Activity
Turn-and-Talk

• On your own: Reflect
  • How comfortable are you sharing your teaching space?
  • How would you describe your teaching style (e.g. traditional/ nontraditional)?

• As a team: Discuss
Personal Reflections on Values, Beliefs, and Practices

1. What are your beliefs about gifted learners?
2. How comfortable are you in sharing your teaching space?
3. How much time do you devote to planning instruction?
4. How much time are you willing to co-plan instruction? When might we co-plan instruction?
5. What are your beliefs about grading? What are your grading procedures?
6. How do you handle discipline infractions?
7. How would you describe your teaching style (traditional and nontraditional)?
8. How do you handle group work procedures and grading?
9. What are your expectations of me as your co-teaching partner?
10. What are your assumptions about my role in co-teaching?
11. Are there any “non-negotiables” we must consider?
12. How might we promote a sense of “shared” teaching in the classroom? (Use “we/our” language, write both names on the board, avoid talking about “my” students vs. “your” students.)

Activity

Values, beliefs, and practices about advanced learners

Turn-and-Talk

• Group debrief
Co-Creating Norms of Collaboration
Activity

Co-developing Norms of Collaboration

1. Decide what is important to you as a team.
2. Write your list.
3. Sign your list.

What do we agree on regarding...
- gifted/advanced student learning?
- teaching philosophies?
- developing lessons and materials?
- co-teaching in the classroom?
- communicating with each other? Students? Parents?
- solving challenges?
- finding balance as partners?
- grading?
- classroom management?
- other?
Co-teaching Norms

We will strive to:

- Contribute to a shared responsibility in student learning.
- Work together so that one teacher is not regularly perceived as the “lead” teacher and one teacher as the “assistant.”
- Plan so that both teachers are teaching during instruction
- Take the time to reflect at the end of lessons to determine next steps.
- Take turns working with the groups of gifted/high-ability students.
- Express opinions openly to each other about concerns related to philosophy teaching style, grading, etc.
- Not blame one another for problems; rather, we will work collaboratively to solve problems.
- Use “we/our” language when interacting with students to promote “shared teaching” (e.g., “We want you to think about . . .”).
- Guard against one person doing “all of the work.” Both will contribute to shared planning, instruction, and assessment.
- Other considerations: ____________________________________________________

______________________________  _______________________________
Classroom Teacher                        Gifted Education Teacher

Planning to Co-Plan
Activity

- Materials:
  ▪ Cards
  ▪ Planning to Co-Plan sheet
- With a partner or small group, decide where the cards might go
### Questions, Roles, and Tasks for Co-planning

<table>
<thead>
<tr>
<th>Co-planning Questions</th>
<th>Before Meeting</th>
<th>During Meeting</th>
<th>After Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the lesson goals and objectives?</td>
<td>Teacher brings lesson and objectives (CT)</td>
<td>Review objectives (Both)</td>
<td>Did we hit the objectives? (Both)</td>
</tr>
<tr>
<td>How might we pre-assess students?</td>
<td>Gather pre-assessment materials (Both)</td>
<td>Plan pre-assessment and groupings (Both)</td>
<td>Prepare and administer pre-assessments (CT)</td>
</tr>
<tr>
<td>What differentiation strategies will we use to advance the content, build the buy-in, and create challenge?</td>
<td>Consider materials/strategies (GT)</td>
<td>Decide together (Both)</td>
<td>Prepare materials (GT)</td>
</tr>
<tr>
<td>How will we assess student learning?</td>
<td>Both generate ideas (Both)</td>
<td>Select methods (Both)</td>
<td>Create/modify rubrics (GT)</td>
</tr>
<tr>
<td>What are the next steps in student learning?</td>
<td>Review the lesson that was taught (Both)</td>
<td>Discuss future lessons (Both)</td>
<td>Implement next steps for students</td>
</tr>
</tbody>
</table>

Debrief

- Benefits
- Challenges
- Strategies
Planning for Co-teaching
Roles

Have teachers review a lesson and collaborate to divide the responsibilities equitably.
<table>
<thead>
<tr>
<th>Planning</th>
<th>Gifted Teacher’s Role</th>
<th>Classroom Teacher’s Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessments and grouping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible Group Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What co-teaching approach(es) will we use throughout the lesson?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What differentiation strategies will we use to advance the content, build the buy-in, and create a challenge?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will we assess student learning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After the lesson, what are our next steps?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planning for Co-teaching: Shared Decision-Making

<table>
<thead>
<tr>
<th>Planning Questions</th>
<th>Gifted Teacher’s Role</th>
<th>Classroom Teacher’s Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessments and grouping</td>
<td>Content activity lesson</td>
<td>Content pre-assessment</td>
</tr>
<tr>
<td>Flexible Group Instruction</td>
<td>Advanced Curriculum</td>
<td>Classroom Curriculum</td>
</tr>
<tr>
<td>What co-teaching approach(es) will we use throughout the lesson?</td>
<td>Safari group</td>
<td>Standard classroom; Continues supporting Safari group on days when GT teacher is not pushing in</td>
</tr>
<tr>
<td>What differentiation strategies will we use to advance the content, build the buy-in, and create a challenge?</td>
<td>Depth of Knowledge (DOK) Level 4 Data Activity</td>
<td>Scaffolding helps for students needing additional support in standard class instruction</td>
</tr>
<tr>
<td>How will we assess student learning?</td>
<td>Rubric for DOK Level 4 Data Activity</td>
<td>Textbook assessment, walk around and check individual student work.</td>
</tr>
<tr>
<td>After the lesson, what are our next steps?</td>
<td>Grade advanced student work. Enter into gradebook</td>
<td>Grade regular classroom work. Enter into gradebook</td>
</tr>
</tbody>
</table>

Differentiation Overview
Share the Rationale – For Example

Gr. 3—5 student growth (Long et al., 2019).

Standards do not eliminate the need for accelerative options (Assouline et al., 2015).

Skills, motivation, and perseverance to reach math potential (NCTM, 2000; Wilkins et al., 2016).
Six Principles of Differentiation

1. Moderated level of challenge
2. Students differ in skills and knowledge
3. Interest fuels motivation, engagement
4. The right to explore areas of interest
5. Multifaceted learning profiles
6. Safety, support, and value foster learning

–Tomlinson & Jarvis, 2009
Differentiation Approaches

▪ **Deepening mathematical understanding** (Singer et al., 2016).

▪ **Inquiry-based, discovery learning approaches that emphasize open-ended problem-solving** (McAllister & Plourde, 2008).

▪ **Tiered lessons** (Pierce & Adams, 2004).

▪ **Advanced materials and curricula** (Rotigel & Fello, 2004).
What do we differentiate?
Differentiation is

- A teacher’s proactive response,
  shaped by mindset,
  and guided by general principles of differentiation

Tenets of Differentiation

- Building community
- Quality curriculum
- Respectful tasks
- Ongoing assessment
- Flexible grouping
Teachers can differentiate through:

- Content
- Process
- Product
- Affect/environment
according to the student’s

- Readiness
- Interests
- Learning profile
through a variety of instructional strategies.

- Learning/Interest Centers
- RAFTs
- Graphic Organizers
- Menus
- Expression Options
- Learning Contracts
- Tiered Assignments
- Complex Instruction
- Independent Projects
- Small Group Instruction
Differentiating by

- **Content**
  - Advanced math standard
  - Other advanced resources

- **Process**
  - Bloom’s Higher Order Thinking
  - Webb’s Depth of Knowledge Levels 3–4
  - Problem-Based Learning

- **Product**
  - Problem-Based Learning
  - Webb’s Depth of Knowledge Level 4

- **Learning Environment**
  - Flexible grouping
  - Peers
How do we differentiate?
Pre-Assessment

ABILITY GROUPING IS BEST PRACTICE
# Pacing Guide Differentiation Log

## Grouping of Advanced Students
- [ ] Whole Class
- [ ] Flexible Group
- [ ] Individual

## Standard(s) for Today’s Lesson

### Standard(s)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Source</th>
<th>DOK Level 3 __ or Level 4 ___?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Content From a Supplemental Source

<table>
<thead>
<tr>
<th>Math differentiation option from the textbook for this lesson.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page ___ Activity Number(s)______________________</td>
</tr>
<tr>
<td>DOK Level 3 ___ or Level 4 ___?</td>
</tr>
</tbody>
</table>

### Differentiation of the Standard Selected Above

<table>
<thead>
<tr>
<th>DoK Differentiated to: Level 3 ___ Level 4 ___?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Alternative Standard

| Grade___Standard_____________________________ |
| DOK Level 3 ___ or Level 4 ___?               |

## Brief description of differentiated activity:

*Other/Notes*
## Curriculum Compacting

### INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

**The Compactor**

<table>
<thead>
<tr>
<th>Name</th>
<th>Prove it</th>
<th>Change it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Individual Educational Programming Guide

<table>
<thead>
<tr>
<th>NAME</th>
<th>AGE</th>
<th>TEACHER(S)</th>
<th>Individual Conference Dates And Persons Participating in Planning Of IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>GRADE</th>
<th>PARENT(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Curriculum Areas To Be Considered

**PROCEDURES FOR COMPACTING BASIC MATERIAL** Describe activities that will be used to guarantee proficiency in basic curricular areas.

**ACCELERATION AND/OR ENRICHMENT ACTIVITIES** Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.

---

- **Name it**
- **Prove it**
- **Change it**

---

Check here if additional information is recorded on the reverse side.

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Selecting Standards

- Higher Standards or Those You Do Not Normally Reach
Tiering for Cognitive Complexity with Webb’s Depth of Knowledge

DOK-1
Recall and Reproduction
What is the knowledge?

DOK-2
Basic Application of Skills and Concepts
How can the knowledge be used?

DOK-3
Strategic Thinking
Why can the knowledge be used?

DOK-4
Extended Thinking
How else can the knowledge be used?
Tiering for Cognitive Complexity
with Bloom’s Taxonomy

- Remember: recall facts and basic concepts
  - define, duplicate, list, memorize, repeat, state

- Understand: explain ideas or concepts
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- Apply: use information in new situations
  - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- Analyze: draw connections among ideas
  - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- Evaluate: justify a stand or decision
  - appraise, argue, defend, judge, select, support, value, critique, weigh

- Create: produce new or original work
  - design, assemble, construct, conjecture, develop, formulate, author, investigate
### Advanced Resources Units

<table>
<thead>
<tr>
<th>Grade</th>
<th>K-1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tr>
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<td></td>
<td></td>
<td></td>
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<td>Concept-Based Units</td>
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<tr>
<td>Splash</td>
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<td>Spatial Reasoning</td>
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<tr>
<td>Polygons Galore!</td>
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<td>x</td>
<td>x</td>
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<td>Moving Through Dimensions</td>
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<td>6-8</td>
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<tr>
<td>Math Curriculum for Gifted Students</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Open-ended, Real-world, Problem and Project-based Learning
Who differentiates?
Working together

- Classroom teachers
- Gifted teachers
- Specialists or coaches
- Special educators
- English/Multilanguage Learner teachers
Consider Asking Your Teachers: How will we recognize differentiation in your class when we see it?
DIFFERENTIATION IS NOT...

JUST WHEN YOU THINK YOUR WORK IS DONE ...

LOOK! MORE WORK, MORE WORK EVERYWHERE!
Exit Ticket

Punctuate Your Learning